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Pharr-San Juan-Alamo Independent School District
_____
2020 Campus Improvement Plan
Henry Ford Elementary School

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P.SJ.A I.S.D. Vision

Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

P.SJ.A I.S.D. Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction,

outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Adopted June 22, 2020 by the PSJA School Board of Trustees

2020-2021 Strategic Planning Framework
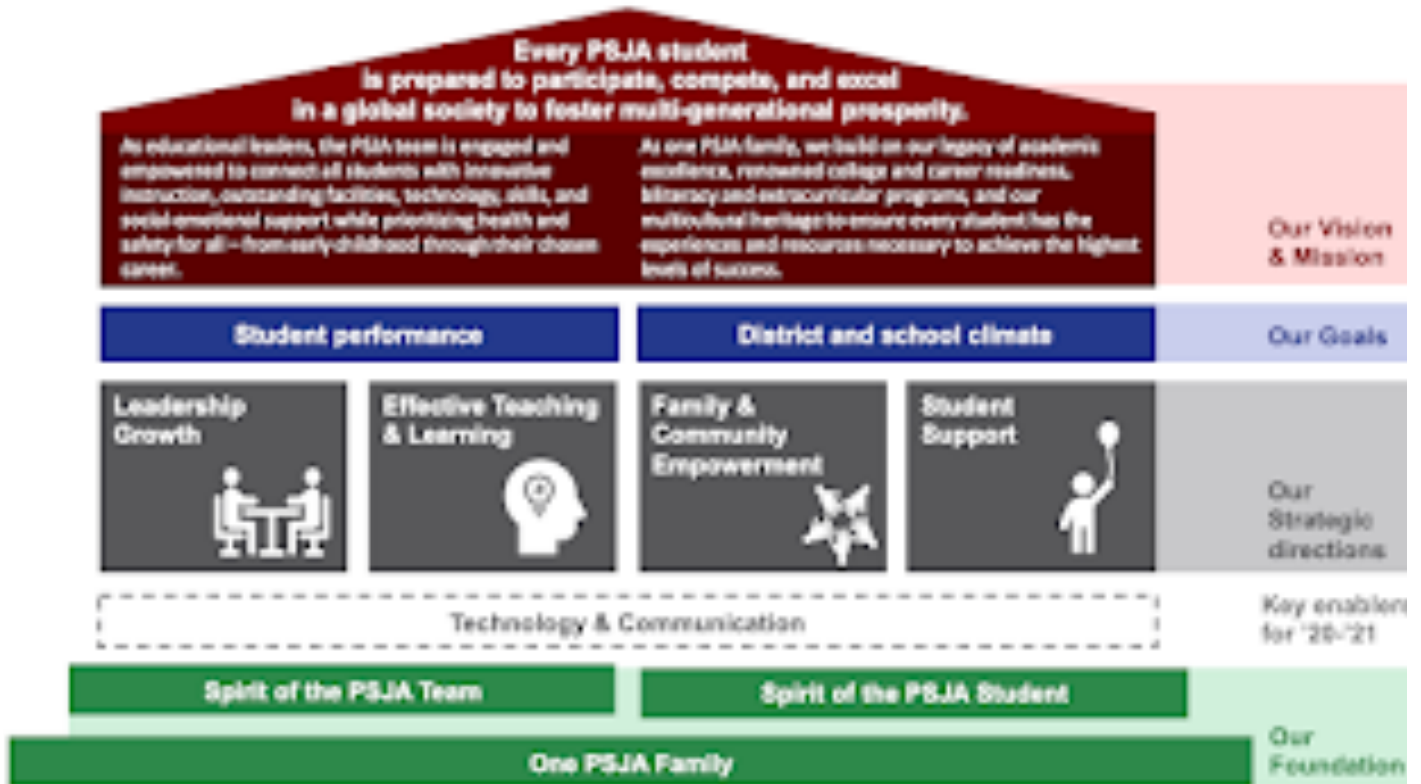
Roadmap to Success for Every Student: Strategic Priorities for 2020-2021 and Beyond

Leadership Growth

Formal structures that provide the opportunity for those interested or identified as high potential leaders to develop the talent and skills necessary to drive success in PSJA ISD. Leadership growth means opportunities are made available for staff to use the Spirit of PSJA to support the District Vision and Mission.

Effective Teaching & Learning

Providing students with quality education requires offering an innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to PSJA ISD.

Family & Community Empowerment

The departments that support PSJA ISD play an integral part in ensuring we serve every student. Creating an efficient structure, streamlining efforts and operating in a transparent manner will be a key to overall success.

Student Support

While academics are at the heart and soul of our district, the importance of a student's health, safety and well- being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support and nutritious food must continue to be a priority of our district.

Board of Education Goals

Goal 1

The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 55% by June 2023.

Goal Progress Measure 1.1:   The percent of grade 3 students who reach above the 60th percentile by End of Year Assessment will increase from 25% to 34% by 2023.

Goal Progress Measure 1.2: The percent of grade 2 students who reach above the 60th percentile by End of Year Assessment will increase 25% to 34% by 2023.

Goal Progress Measure 1.3: The percent of grade 1 students who reach above the 60th percentile by End of Year Assessment will increase from 23% to 32% by 2023.

Goal Progress Measure 1.4: The percent of grade kindergarten students who reach above the 60th percentile by End of Year Assessment will increase 15% to 23% by 2023.

Goal 2

The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2023.

Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2023.

Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2023.

Goal Progress Measure 2.3: Proficiency in grade 1 students on Imagine Math Beginning of the Year Assessment will increase from 11% to 19% by 2023.

Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2023.

Goal 3

The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2023.

Goal Progress Measure 3.1: The percent of students in grade 5 at meets level on STAAR Reading will increase from 53% to 60% by June 2023.

Goal Progress Measure 3.2: The percentage of students in grade 6 at meets level on STAAR Reading will increase from 26% to 30% by June 2023.

Goal Progress Measure 3.3: The percent of students in grade 7 at meets level on STAAR Reading will increase from 37% to 42% by June 2023.

Goal Progress Measure 3.4: The percent of students in grade 8 at meets level on STAAR Reading will increase from 42% to 47% by June 2023.

Goal 4

The percent of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2023.

> Goal Progress Measure 4.1: The percent of graduates earning an industry-based certification will increase from 4% to 30% by June 2023.

> Goal Progress Measure 4.2: The percent of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase from 51% to 60% by June 2023.

> Goal Progress Measure 4.3: The percent of graduates earning a Level I or Level II certificate will increase from 6% to 10% by June 2023.

Executive Summary

School Name: Henry Ford Elementary School
Principal: Elizabeth Alaniz

School Profile: The current enrollment of Ford Elementary as of September 2020 is 690 students. The student population at Ford Elementary consists of 86% Hispanic and 9% White. Our students represent low socio-economic status of approximately 91.2% with no migrant students and a negligible percentage of mobility. Approximately 9% of our student population receive special education services, while 2% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 2% of our student population. The bilingual population is approximately 44% where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained between 95-95.5%. Most of our students live in the Dogwood area and the neighboring area (Ironwood) which encircles our campus.

Comprehensive Needs Assessment Summary: Henry Ford Elementary received an overall grade of 85 out of 100 based on performance in three different domains. In Domain I which is Student Achievement, Ford earned an 82 which measures how much a student knows and can do at the end of the school year. In Domain II Part A, which is Academic Growth Ford scored a 62, this measured how students perform over time and how that growth compares to similar schools. In Domain II Part B, which evaluates the overall student performance on the Student Achievement STAAR component compared to campuses with similar percentages of economically disadvantaged students, was a 90. Ford scored a 74 in Closing the Gaps, the domain which shows how well different student groups within a school are performing.

Curriculum/Instruction and Assessment: Teachers utilize Close reading strategies for language arts instruction that help students with critical analysis of a text and focuses on significant details to develop a deep understanding of the text's form and meaning. Guided Reading is also implemented throughout our Pre-K thru 2nd grade students. This campus initiative not only provides students with the skills to read difficult texts independently, but it also helps build our EL's language proficiency. All teachers incorporate the instructional strategies known as Common Instructional Framework that engage all students in learning and require them to take an active role in their education. Valid and reliable data are used to measure mastery and academic growth of our students. Teachers then create targeted strategic plans for students to promote successful learning. The vision for our campus at Ford is to provide all students the opportunity to excel to their fullest potential with a curriculum that is child-centered with emphasis on creativity, self-motivation and critical thinking.

Summary of Measurable Objectives: Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by 5% in all subject areas and subgroups. Increase the academic achievement of all students, in all subgroups by 5%. Close the achievement gap by 5% between the economically disadvantaged, special education and EL populations. We will continue to implement our Response to Intervention (RTI) Program in Reading and Math for the 2020-21 school year and plan for Tier I classroom interventions in all areas as well as address curriculum needs. We will continue to offer after-school tutorials, Saturday Academies, and small group interventions. Our Ford Elementary campus leadership team will ensure that teachers are aligning their instruction with the state TEKS and improving the practice of high-engagement and rigorous instruction for all students. The majority of our teachers are bilingually certified or in progress to obtain their certification during the 2020-2021 school year. We highly encourage our teachers to become GT certified. These extra certifications help teachers with the challenges of teaching and motivating various instructional learning levels and needs of students in the classroom. We will provide opportunities and highly encourage all parents to participate in school events and engagement activities. Furthermore, commitment from administrators, teachers, parents, students and the community will be an integral part in attaining our school mission.

CIP Part 1: Background, Data Analysis and Needs Assessment

Mission Statement

It is the mission of the staff at Henry Ford Elementary to provide a supportive learning environment that meets the needs of our diversified students. We are all committed and will strive for excellence by having a strong innovative instructional program that will enable our students to become successful and well-rounded individuals.

School Based Decision-Making Committee

Committee Role	Name	Position
Administrator	Elizabeth Alaniz	Principal
Administrator	Gracie Montelongo	Assistant Principal
Administrator	Raul Nava	Assistant Principal
Teacher	Mandie Robles	Pre-Kindergarten
Teacher	Hilda Hinojosa	Kindergarten
Teacher	Liliana Garcia	1st grade
Teacher	Esperanza Quezada	2nd grade
Teacher	Yvette Resendez	3rd grade
Teacher	Margarita Garza	4th grade
Teacher	Jennifer Farias-Rodriguez	5th grade
Non-Classroom Professional	Michelle Gutierrez	Counselor
Non-Classroom Professional	Lorena De Los Santos	CLL
Non-Classroom Professional	Carolyn Flores	Support Staff

Community/ Business Representative	Mario Rodriguez	Community/ Business Member
Parent	Jasmin Puente	Parent Volunteer

Needs Assessment, Data Analysis & Determination Of Problems and Root Causes

Demographics

Total Population: 770
Ethnicity
- African American 0.1%
- Hispanic 98.8%
- White 0.9%
- American Indian 0.1%

Economically Disadvantaged 91.2%
Non-Educationally Disadvantaged 8.8%
Section 504 Students 1.4%
English Learners (EL) 42.6%
Students w/ Dyslexia 0.4%
At-Risk 89.4%
Special Education 8.83%
Bilingual/ESL Education 40.4%
Gifted & Talented Education 2.3%

Attendance

The attendance rate for Henry Ford Elementary for the 2017-2018 school year (as indicated on the 2018-2019 TAPR) was 97.0% which is above the district level of 95.8% and the state level of 95.4%. We will continue to provide incentives for students every 6 weeks. Additionally, we will continue to reach out to the parents of students with chronic absenteeism. The teachers, PEIMS clerk, parent liaison, and administrative team will reach out to these individuals.

Discipline/Bullying Prevention

At Ford Elementary, we currently use Project R.E.S.S.P.E.C.T. as our School Wide Social Skills Training. Staff teach and model the social skills using a school-wide schedule. The Social Skills include topics such as Apologizing, Communicating Criticism Respectfully, Communicating Anger, and Disagreeing Appropriately. These social skills are used during daily interactions amongst students and staff at Ford Elementary. This Positive Behavior Intervention System has been instrumental in creating a positive school culture and climate.

As part of our focus on Social Emotional Learning, each teacher has a morning advisory period embedded in their daily schedule. During this time, teachers engage students utilizing the Social Emotional Lessons from the Elementary Guidance Curriculum. The lessons address the 5 CASEL (Collaborative Academic and Social Emotional Learning) competencies which include: self-awareness, self-management, responsible decision making, relationship skills, and social awareness. These lessons assist in building positive

relationships amongst students and staff.

As part of our continued efforts to emphasize social emotional learning, Ford Elementary has established a Growth Mindset Team composed of Support Staff. The team includes Physical Education Coaches, the Music Teacher, and School Counselor who deliver virtual guidance lessons. Skills addressed during Growth Mindset virtual lessons include mindfulness activities. These mindfulness lessons are aimed at helping students cope positively with feelings of stress and anxiety. Additional skills also addressed during Growth Mindset are respect, empathy, responsible decision making, interpersonal skills, and communication skills. These skills are geared towards decreasing bullying and discipline.

To support the whole child, parents and their school support system receive training sessions throughout the school year. These parent and teacher sessions are provided by the school counselor and include topics such as Bullying and Helping Children Build Positive Relationships. Through these trainings, all stakeholders involved are given the tools to support a positive learning environment with decreased incidences of bullying and discipline.

Student Academic Achievement Summary

2019 Accountability Rating: B overall scaled score of 85
TEA Status: Met Standard

Distinction Designations:
- Academic Achievement in ELA/Reading
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Postsecondary Readiness

Domain I - Student Achievement - Our scaled score equaled to 82.
Domain II, Part A - Academic Growth - Our scaled score equaled to 62.
Domain II, Part B - Relative Performance - Our scaled score equaled to 90.
Domain III - Closing the Gaps - Our scaled score equaled to 74.

Our overall 2019 STAAR test results are shown below:

2019 STAAR	ALL STUDENTS APPROACHES	ALL STUDENTS MEETS	ALL STUDENTS MASTERS
3RD GRADE READING	90%	52%	36%
3RD GRADE MATH	84%	60%	26%
4TH GRADE READING	75%	40%	19%
4TH GRADE MATH	86%	43%	26%
4TH GRADE WRITING	79%	43%	10%
5TH GRADE READING*	92%	60%	23%
5TH GRADE MATH*	95%	57%	37%
5TH GRADE SCIENCE	81%	55%	23%

3RD-5TH GRADE READING TOTAL	86%	51%	26%
3RD-5TH GRADE MATH TOTAL	88%	53%	30%

*1st and 2nd Administrations

2019 STAAR READING	REPORTING CATEGORY 1 UNDERSTANDING ACROSS GENRES	REPORTING CATEGORY 2 LITERARY TEXTS	REPORTING CATEGORY 3 INFORMATIONAL TEXT
3RD GRADE	74%	73%	63%
4TH GRADE	74%	67%	68%
5TH GRADE*	80%	67%	69%

2019 STAAR MATHEMATICS	REPORTING CATEGORY 1 NUMERICAL REPRESENTATION & RELATIONSHIPS	REPORTING CATEGORY 2 COMPUTATIONS & ALGEBRAIC RELATIONSHIPS	REPORTING CATEGORY 3 GEOMETRY & MEASUREMENT	REPORTING CATEGORY 4 DATA ANALYSIS & PERSONAL FINANCIAL LITERACY
3RD GRADE	73%	69%	75%	76%
4TH GRADE	75%	59%	65%	72%
5TH GRADE*	79%	76%	68%	63%

*1st administration data only

Our overall 2020 Benchmark test results are shown below:

2020 Benchmark	ALL STUDENTS APPROACHES	ALL STUDENTS MEETS	ALL STUDENTS MASTERS
3RD GRADE READING	91%	52%	16%
3RD GRADE MATH	89%	59%	34%
4TH GRADE READING	83%	36%	18%
4TH GRADE MATH	79%	46%	22%
4TH GRADE WRITING	77%	48%	22%
5TH GRADE READING	87%	56%	31%
5TH GRADE MATH	91%	68%	38%
5TH GRADE SCIENCE	84%	59%	23%

2020 Benchmark Domain I Raw Score	Domain I Scale Score/Rating	Domain II Part A Raw Score	Domain II Part A Scale Score/Rating	Domain II Part B Relative Performance Scale Score/Rating	Domain II Part B Domain Rating	Domain III All Student Target
54	82-B	76	82-B	90	A	Y

Student Academic Achievement Strengths
After analyzing and comparing our data from the previous year, we found the following strengths:
- Grade 3 Reading had an increase from 2018 to 2019 in approaches (84% to 90%), at meets (48% to 52%), and masters (30% to 36%).
- Grade 3 Mathematics had an increase from 2018 to 2019 in at meets (47% to 60%) and masters (17% to 26%).
- Grade 4 Writing had an increase from 2018 to 2019 in approaches (72% to 79%) and at meets (41% to 43%).
- Grade 5 Reading had an increase from 2018 to 2019 in approaches (89% to 92%) and at meets (53% to 60%).
- Grade 5 Mathematics had an increase from 2018 to 2019 in masters (27% to 37%).
- Grade 5 Science had an increase from 2018 to 2019 in at meets (46% to 55%) and masters (12% to 23%).

Priority Problem Statements
- **Problem Statement 1**: There is a need for improvement in STAAR Grade 4 Mathematics, Reading and Writing.
  - ○ **Root Cause**: Students lack higher levels of cognitive rigor and complexity skills in order to perform on level.
- **Problem Statement 2**: There is a need for improvement of Academic Growth in Mathematics Grade 3 Reporting Category 2, Grade 4 Reporting Category 2 and 3, and Grade 5 Reporting Category 3 and 4.
  - ○ **Root Cause**: Lessons prepared for students lack different levels of cognitive rigor and higher levels of questioning needed to meet performance levels on the STAAR.
- **Problem Statement 3**: There is a need for improvement of Academic Growth in Reading Grade 3 Reporting Category 3, Grade 4 Reporting Category 2 and 3, and Grade 5 Reporting Category 2 and 3.
  - ○ **Root Cause**: Lessons prepared for students lack different levels of cognitive rigor and higher levels of questioning needed to meet performance levels on the STAAR.
- **Problem Statement 4**: There is a need for purposeful grade level planning among the PK-5th teachers to eliminate the random variation of teaching.
  - ○ **Root Cause**: There is a lack of consistency in teaching all of the TEKS in all core areas.

School Process & Programs

Schoolwide Program Plan
Henry Ford Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I. The six steps include:

The six steps include:
1. Establishing and training the site-based planning team
2. Clarifying the vision/mission for the campus
3. Creating the school's academic profile
4. Gather data and identify sources
5. Analyzing the data
6. Reporting data findings to the entire site-based planning team and gather constructive feedback

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs, and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on campus to continually improve the effectiveness of schoolwide programs.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Henry Ford Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of a planning process and the driving force impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators collected data in collaboration with other educators. Strengths and problems were identified. Root causes were explored and the entire CNA was reported to the site-based planning team. The team was given time to reflect on the data, the strengths, problem statements, and questions were clarified. When the team felt that all appropriate data had been discussed and reviewed, this step of an ever-developing CNA process was finalized and written in the CIP.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all students to achieve Meets Grade Level Performance or Masters Grade Level Performance on the appropriate state assessments. These strategies are based on effective means of improving achievement for all students. This plan reflects the following strategies:
1. Review program documentation to ensure that all instructional programs/instruction strategies are proven, evidence-based interventions.
2. Identify how each strategy strengthens the core academic program.
3. Identify evidence-based interventions that increase the amount and quality of learning time.
4. Review the master schedule to identify opportunities for extended learning time.
5. Explore optional strategies used to support core areas.
6. Identify programs that address enriched and accelerated curriculum issues.
7. Disaggregate data by each student group, to determine the program's effectiveness which meets the needs of all students.

3: Instruction by highly qualified professional teachers

Instruction by highly effective, state-certified professional teachers is an important component of the schoolwide plan. To ensure that instruction is provided by highly effective teachers, trainings are provided which include:
1. Provide time off for targeted, high-quality professional development

1. Provide time off for targeted, high-quality professional development.
2. Provide a mentor system for teachers new to the campus and to the district.
3. Afford teachers the opportunity to observe master teachers.
4. Provide professional development for existing programs prior to new school year for new and existing staff.
5. Monitor effectiveness of teachers by frequent walk-throughs and constructive feedback.
6. Provide training and opportunities in collaboration with formative and summative student achievement data.
7. Implement strategies to provide a network of communication amongst teachers and administrators.
8. Ongoing professional development for teachers, principals, paraprofessionals, support staff, parents, and other staff.

Henry Ford Elementary utilizes effective and ongoing professional development to ensure teachers and others are equipped to expedite the challenge of helping students meet the state's academic achievement standards.

Procedures include:
1. Select appropriate professional development that meets the needs of all principals, teachers, paraprofessionals, parents, and others as needed.
2. Provide opportunities for all staff to obtain training on campus programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations in order to increase student performance.
4. Allow teachers to attend professional development throughout the year on content areas specific to teacher's assignment.
5. Teachers plan collaboratively according to the assigned subject area. Planning allows teachers the opportunity to desegregate data to compare and contrast objectives covered and assessed.

5: Recruitment of highly qualified educators

Henry Ford Elementary follows district procedures for recruiting and attracting effective, state certified teachers.
Please refer to the district recruiting procedures that are located at the PSJA ISD Human Resources office.

6: Strategies to increase parental involvement.

Henry Ford Elementary understands the authenticity of parental involvement; therefore parental engagement is a key factor to student success.
● The Parent Involvement Director leads a campus parent advisory team.
● Each year, it is ensured that the parent advisory team mirrors the composition of the student population so that opinions/ideas are validated.
Additionally, as activities are developed by the campus, plans are reviewed by the advisory team to ensure quality. The parent team is in charge of assessing activities and projects which impact family life. As a result, better decisions are made to increase and strengthen parental involvement.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Although this component primarily addresses the transition from early childhood into elementary, Henry Ford Elementary Elementary understands the importance of creating coping skills to assist students with adjustment/transition. District staff collaborates with campus staff to provide parent orientation, campus tour, meet the teacher night, pre-registration sessions with the counselors, etc.

8: Measures to include teachers in the decision making regarding academic assessments in order to
improve the achievement of individual students and the overall instructional program

Improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers collect and analyze current data on assessments that describe student achievement. The data is retrieved from formal/informal assessments, such as observations, campus-based assessments, or end-of-unit exams. The campus provides teachers with professional development to increase their understanding of the appropriate uses of multiple assessment measures. Assessment data is then used to improve instruction. Each grade level is represented in the formative review process for the improvement plan. This allows teachers to consistently evaluate the effectiveness of the academic programs by analyzing student progress

9: Strategies which ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards
- Each grade level identifies individual students who need additional learning time in order to meet grade level standards.
- The teachers provide those students with timely, additional assistance that targets and is tailored to their needs.
- The assistance and support looks different at each grade level and is available to all students in need.

10: Coordination and integration of federal, state and local services and programs

Henry Ford Elementary is a schoolwide Title I district, with the flexibility to integrate services and programs which aims toward upgrading the entire educational program. By doing so, it affords all students the opportunity to reach Meets Standard and Masters Standard levels of achievement. In addition, through improvement planning and budgeting process, efforts to combine most federal, state, and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title I program.

CIP Part 2: Goals, Objectives, Strategies and Action Plans - *Planning, Implementing and Monitoring*

Goal 1

Goal Area:	Student Achievement
Annual Goal:	Improve student STAAR scores for all assessed grade levels by 2021.
Objective:	By June 2021, student achievement in STAAR reading, math, writing, and science in grades 3rd, 4th, and 5th will increase by 5% points in each content area.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Tit Sc wi Co
Implement	Assistant	MyOn	End of	Library Reports	Feedback	WeeklyTests/Quizzes	Tit

Implement literacy circles & accelerated reader with fidelity	Assistant Principals Classroom Teachers CLL Librarian	MyOn Library Books Classroom Libraries Accelerated Reader Reports iStation Lead4ward CIF	End of every 6 weeks	Library Reports AR Reports Walk-through Virtual Books STAR Report iStation Reports	Feedback Walk-throughFluency Screeners Anecdotal Reports iStation Reports TPRI BOY/MOY/ EOY	WeeklyTests/Quizzes TPRI BOY/MOY/ EOY Fluency Checks Unit Assessments Benchmarks	Ti Co 2a 3c

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Tit Sc wi Co
Implementation of Problem Solving skills in Math	Assistant Principals Classroom Teachers CLL	Sharron Wells UPSE Imagine Math Imagine Facts STAAR Released Questions Lead4ward CIF	End of every 6 weeks	Walk-through Imagine Math Reports Student Samples	Walk-through Imagine Math Reports Sharron Wells Weekly Assessments	WeeklyTests/Quizzes Unit Assessments Benchmarks	Tit Co 2b 3c

Action Steps

Professional Development of Sharron Wells UPSE Problem Solving Model

Data Analysis to determine areas of needs

Teacher Modeling during CLC's

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Tit Sc wi Co
Implementation of mnemonic devices for	Assistant Principals Classroom	Forde Ferrier Billy	End of every 6 weeks	Walk-through Student Samples	Walk-through Rubrics TELPAS	WeeklyTests/Quizzes Unit Assessments Benchmarks	Tit Co 2b

| Revising and editing | Teachers CLL | MacDonald Think Up! | | Write-to-Learn Journal | | | 3c |

Action Steps

Professional Development of revising and editing mnemonic devices such as ARMS and CUPS
Data Analysis to determine areas of needs
Teacher Modeling during CLC's

Goal 2

Goal Area:	School Progress
Annual Goal:	By June 2021, The overall school progress will improve in academic growth and relative performance by 5%.
Objective:	By June 2021, school progress in the areas of academic growth and relative performance will be monitored to ensure a 5% increase.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide additional tutoring for students who are at risk of progressing on Benchmarks in Reading, Writing and Math and score below proficient in TPRI BOY/MOY and guide reading.	Classroom Teachers SPED Teachers Assistant Principals CLL	Forde-Ferrier RTI iStation Imagine Math Think Up Phonemic Awareness Benchmark Data Countdown to STAAR Kamico Writing Countdown to Writing Summit K12	End of every 6 weeks	STAAR Assessment Benchmarks	Benchmarks STAAR Assessment TELPAS TPRI/TejasLee CLI KEA LAS Links	Benchmarks STAAR Assessment TELPAS TPRI/TejasLee CLI KEA LAS Links	Title I Component 2a, 2b, 2c, 3a, 3c, 9a, 9b

Action Steps

Small pull out tutoring groups based on data of student needs
Positive reinforcements and incentives will be used for students when benchmarks are passed and/or improvement is shown
Tutoring will occur on Saturdays, after-school, and during-school tutoring

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Incorporate Math, Reading, Writing, and Science Academies/ Camps	Classroom Teachers SPED Teachers Assistant Principals CLL	Task Cards STAAR Released questions CIF STAAR Workbook resources	1 each semester	STAAR Assessment Benchmarks	Benchmarks STAAR Assessment TELPAS TPRI/TejasLee CLI KEA LAS Links	Benchmarks STAAR Assessment TELPAS TPRI/TejasLee CLI KEA LAS Links	Title I Component 2a, 2b, 2c, 3a, 3c, 8a, 9a, 9b

Action Steps
Grouping based on data of student needs and levels of proficiency
Plan with teachers on effective best practices to be used during academies/camps
Lessons will be strategically based on distractor analysis

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Meet with campus staff to review student data, progress monitoring, and effective instructional practices during CLC.	Classroom Teachers SPED Teachers Assistant Principals CLL	Data Walls DMAC TPRI Reports Running Records TELPAS Reports Benchmark Data STAAR Data Lead4ward Unpacking the TEKS	Weekly	STAAR Assessment Benchmarks	Benchmarks STAAR Assessment TELPAS TPRI/TejasLee CLI KEA LAS Links	Benchmarks STAAR Assessment TELPAS TPRI/TejasLee CLI KEA LAS Links	Title I Component 2a, 2b, 2c, 3a, 3c, 8a

Action Steps
Data walls by color bands in CLC classroom and general education classrooms
Teacher student data binders with goals and student progress
Teacher/student data conferences to set individual goals and track their own progress

Goal 3

Goal Area:	Early Literacy

Annual Goal:	By June 2021 students in grades PK3- 2nd grade will improve in fluency and comprehension.
Objective:	By June 2021, 85% of Pre-K3-2nd grade will meet end of year reading fluency and comprehension indicato on grade level goals.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	T S w C
Small group guided reading	Classroom Teacher CLL Assistant Principals	Capstone Leveled Readers Pearson Leveled Readers Reading A-Z Thinking Maps iStation	Quarterly	Walkthroughs Running Records iStation	iStation Reports Running Records STAR Reports TPRI Tejas Lee CLI	3 week Assessments	Ti C 2 3

Action Steps

Determine student reading levels

Create small groups of students according to levels

Utilize running records as a guide for class instruction

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	T S w C
Implement literacy circles & accelerated reader with fidelity	Assistant Principals Classroom Teachers CLL Librarian	MyOn Library Books Classroom Libraries Accelerated Reader Reports iStation Lead4ward CIF FCRR	End of every 6 weeks	Library Reports AR Reports Walk-through Virtual Books STAR Report iStation Reports	Feedback Walk-throughFluency Screeners Anecdotal Reports iStation Reports CLI KEA TPRI BOY/MOY/ EOY	WeeklyTests/Quizzes TPRI BOY/MOY/ EOY Fluency Checks Unit Assessments Benchmarks KEA	Ti C 2 Ti C 3

Action Steps

Assess sufficient number of books in all genres for literacy circles

School librarian provides virtual and in person sessions on Accelerated Reader

Professional Development and Data Analysis to determine areas of needs

Implementation of Circle and Thinking Maps

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	T... S... w... C...
Implementation of Shared Reading	Assistant Principals Classroom Teachers CLL	MyOn Library Books Classroom Libraries Accelerated Reader Reports iStation Lead4ward CIF	End of every 6 weeks	Library Reports AR Reports Walk-through Virtual Books STAR Report iStation Reports	Feedback Walk-throughFluency Screeners Anecdotal Reports iStation Reports CLI KEA TPRI BOY/MOY/ EOY	WeeklyTests/Quizzes TPRI BOY/MOY/ EOY Fluency Checks Unit Assessments Benchmarks KEA	Ti C 2... Ti C 3...

Action Steps
Professional Development of Shared Reading
Assessing classroom libraries
Implementation of DOK questions

Professional Development Plan

Professional Development				
Dates	**Format/Audience**	**Topic**	**Resources**	**Goal Alignment**
August 17, 2020	Virtual Whole Group- District	Pharr-San Juan-Alamo Convocation Campus Procedures Campus Plan State Mandates Staff/student Handbook	Laptops Campus Handbook Campus Improvement Plan	Goal Areas 1-4
August 18, 2020	Campus – All Departments	Teambuilding; curriculum planning Data analysis Google Classroom	2018-19, 2019-2020 Data Reports Curr. Doc Unpacking the TEKS BM2	Goal 1, Strategy 1-3
August 19, 2020	Campus – All	Curriculum	2020-2021 District	Goal Area 1,

	Departments	Rollouts Year-at- a -Glance Doc. Six Weeks Pacing Guide Weekly Lesson Virtual Learning Engagement	Curriculum Rollouts Content Coordinators YAG Pear Deck Nearpod	Strategy 1-3
August 20, 2020	Campus-Based Professional Development- All Departments	Data Driven Plans Strategize for the Monitoring of Academic Growth Curriculum Planning Virtual Learning Engagement	Data Document Domain II, III Campus Goals YAG Pear Deck Nearpod	Goal Area 1, 2 Strategy 1-3
August 21, 2020	Campus Workday	Setting the Virtual Classroom	Laptops Student Rosters, Teacher Schedule	Goal Area 3 Goal Area 4
August 24, 2020	Campus-Based Professional Development- All Departments	Google Turn Around Covid-19 Guidelines	Laptops Student Rosters District Covid-19 Guidelines	Goal Area 3 Goal Area 4
August 25, 2020	Campus-Based Professional Development- All Departments	Social Emotional Learning	Introduction to SEL Maslow's Hierarchy of Needs	Goal Areas 1-4
August 26, 2020	Camus Based-All departments	Teambuilding; curriculum planning Data analysis	2018-19, 2019-2020 Data Reports Curr. Doc Unpacking the TEKS BM2	Goal 1, Strategy 1-3
August 27, 2020	Camus Based-All departments	McREL CCLC's/TCLC's CIP Enrichments Campus procedures	TxCee Road Maps/Blueprints Enrichment codes Daily procedures Virtual expectations	Goal Areas 1-4
November 6, 2020	Camus Based-All departments	Campus Based Assessment 1 Data Analysis Evaluation of the implemented Academic	CBA 1 Data Reports Campus Improvement Plan Document Guiding documents:	Goal Area1.1a-3a Goal 3.1

		Academic Strategies Modifications to Campus Academic Plan	documents, curriculum guide documents; ppt;	
February 26, 2020	Campus Based-All Departments all Grades Levels Grade Level Chairs/Dept. Chairs Leads	Special Populations: All Students, Special education, EL, Eco Dis.,…. Benchmark 1 Data reports	Benchmark 1 Data Reports –specific attention to special education, EL students	Goal 1.1a-3a
March 26, 2021	Campus Based-All Departments all Grades Levels Grade Level Chairs/Dept. Chairs Leads	Benchmark II Data Analysis Data Driven Instruction Evaluation of Implemented Strategies	Benchmark II Data Reports Building of the Prescriptive Academic Count Down to STAAR Calendar	Goal 2.1a-2b
April 23, 2021	Campus-Based Professional Development -Special Education Teachers, Content Areas	Data Driven Instructional Calendar Reading and Mathematics Strategic Routines	Curr. Guide documents; ppt; Presenters Readings and Mathematics Department Chairs/Grade Level Chairs	Goal 1 & 2

CIP Part 2: House Bill 3 – Early Literacy, Early Math and CCMR

Under HB3 school boards are now required to adopt plans to achieve goals in early childhood literacy and mathematics proficiency and college, career, and military readiness (CCMR). Based on the board-adopted district goals, campuses must:

- Have specific, quantifiable, annual goals for five years that include targets for each student group measured in Domain 3 of the state accountability system
- Create a plan to meet the campus goals
- Post the district's annual report on progress toward the goals on the campus

The Board has adopted goals for STAAR performance at the Meets Grade Level Standard for grade 3 in both reading and math, grades 5-8 reading and College, Career, and Military Readiness (CCMR) of high school graduates.

- Submission of CIP executive summaries and plans for Board approval will continue as in the prior year.
- Due to the impact of Covid-19, plans for 2020-2021 will focus on accelerating students' academic gaps. The administration's current recommendation to the Board is that the target for 2021 is to match 2019 performance with growth expected in 2022 and beyond.
- Plans for the HB3 goals related to grade 3 reading and math and CCMR should include strategies that support progress toward the 5-year goal.

Appendix

Comprehensive Needs Assessment Data Documentation
The following data were used to verify the comprehensive needs assessment analysis:
- **Improvement Planning Data**
  - District goals
  - Campus Performance Objectives Summative Review from previous year
  - Current and/or prior year(s) campus and/or district improvement plans
  - Campus and/or district planning and decision making committee(s) meeting data
  - State and federal planning requirements
- **Accountability Data**
  - [Texas Academic Performance Report (TAPR) data](#)
  - Student Achievement Domain
  - Student Progress Domain
  - Closing the Gaps Domain
  - Accountability Distinction Designations
  - Federal Report Card Data
  - PBMAS data
- **Student Data: Assessments**
  - State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
  - State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
  - STAAR Released Test Questions
  - Texas English Language Proficiency Assessment System (TELPAS) results
  - Student Success Initiative (SSI) data for Grades 5 and 8
  - SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
  - SSI: Imagine Math assessment data for Grades 3-8
  - Local benchmark or common assessments data
  - Running Records results
  - Observation Survey results
  - Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
  - Texas approved Prekindergarten and Kindergarten assessment data
- **Student Data: Student Groups**
  - Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
  - Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
  - Economically disadvantaged / Non-economically disadvantaged performance and participation data
  - Special education/non-special education population including discipline, progress and participation data
  - At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
  - EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
  - STEM/STEAM data
  - Dyslexia Data
- **Student Data: Behavior and Other Indicators**
  - Attendance data

- ○ Attendance data
- ○ Mobility rate, including longitudinal data
- ○ Discipline records
- ○ Tobacco, alcohol, and other drug-use data
- **Employee Data**
  - ○ Campus learning communities (CLC) data
  - ○ Staff surveys and/or other feedback
  - ○ Teacher/Student Ratio
  - ○ State certified and high quality staff data
  - ○ Campus leadership data
  - ○ Campus department and/or faculty meeting discussions and data
  - ○ Professional development needs assessment data
  - ○ Evaluation(s) of professional development implementation and impact
  - ○ McREL data
- **Parent/Community Data**
  - ○ Parent surveys and/or other feedback
  - ○ Parent engagement rate
  - ○ Community surveys and/or other feedback
- **Support Systems and Other Data**
  - ○ Organizational structure data
  - ○ Processes and procedures for teaching and learning, including program implementation
  - ○ Communications data
  - ○ Capacity and resources data
  - ○ Budgets/entitlements and expenditures data
  - ○ Study of best practices